**K-5 ELA Lesson Plan**

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| **Teacher: Sisk** | | **Grade: 3** | | | **Date(s)**: August 28 |
| **Unit Title: Prove it!** | | | **Corresponding Unit Task:** | | |
| **Essential Question(s): How do readers use textual evidence to help answer questions?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Pre-Assessment**  **Anchor Chart**  **Baseline Writing**  **Spelling Inventory**  ***Amazing Grace*** | | | | **Textual evidence**-facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others.  **character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **text features –** How expository text physically looks on the page  **Table of Contents  Headings  Subheading**  **Charts**  **Illustrations  Captions** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  ×Modeled  ×Shared  Guided Practice  Independent | **Social Studies/Reading**  **Reading Standards:** RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.  **Social Studies Standards:** 3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community’s natural environment  **I Can Statement(s):** I can identify text features in an informational text.  I can use text features to help me gather information as I read.  **Instructional Plan**: TW ask groups to suggest traits that make a good citizen.(TW explain that a trait is a quality of a character or person) TW list traits mentioned on chart. (Chart could be cut out as a person and on the stomach write: what is a good citizen?) Traits can be added in the arms and legs that are suggested and those from the text can be added and cited using page number, paragraph)  TW explain that one source for information is a non-fiction text. We will use our social studies text this year as a “source” for clues as we learn and discuss new topics.  TW explain that an informational book is written in a different way than a fiction book. TW show text features on a power point.  [Elementary Test Prep ELA 4 Text Features](http://www.studyzone.org/testprep/ela4/o/textfeatures4l.cfm)  <http://media-cache-ec8.pinterest.com/upload/240661173807172775_gt9SaYBX_c.jpg>  [www.authorstream.com](http://www.authorstream.com) (text features)  TW model as she reads **Scoial Studies: People who Make A Differemce** Unit 1 Lesson 1 p. 5)how to look at text features first and how they inform the questions the reader will ask as she reads.  SW share in reading on the next pages as they find text features, discuss and ask questions as the teacher reads aloud.  Class will add to or modify the chart of what is a good citizen based on what information they gathered from the text.  **Reading**  **Standard: RL.3.10**. - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently  **I can Statements:**  I can listen to a passage.  I can understand what I have read.  I can use what I have read to answer questions about the passage.  **Instructional Plan:** Give pre-assessment test to all students. The first read the teacher reads to the students and the second read the students read the selection on their own and answer the questions. | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice  ×Independent | **Writing**  **Standards:** W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate for task and purpose. L. 3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.1i Produce simple, compound, and complex sentences. L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.    **I Can Statement(s): I can write a baseline writing assessment.**  **Instructional Plan**  **Model/Share:** Establish the routines and procedures of writing and model the habits of good writers. Review the steps in the writing process.  [Editing Checklist](http://www.readwritethink.org/files/resources/lesson_images/lesson856/edit.pdf)-  **Guided Practice/Independent**: Create a bookmark to remind the students of the steps of writing and assign a baseline piece of writing to pre-assess the student’s strengths and weaknesses. | | | | |
| **Gradual Release of Responsibility:**  ×Modeled   * Shared * Guided Practice   ×Independent | **Word Study**  **Standards:** L.3.2f Use spelling patterns and generalizations in writing words.  **I Can Statement(s): I can spell words using spelling inventory.**  **Instructional Plan:**  **Modeled:** Model how to do a spelling inventory each week and establish the routines and procedures of our word study time.  **Independent:** Students will complete the spelling inventory. | | | | |
| **Gradual Release of Responsibility:**  ×Modeled   * Shared   ×Guided Practice   * Independent | **Speaking & Listening**  **Standards:** SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. SL.3.6 Speak in complete sentences when appropriate to task and situation.  **I Can Statement(s):** I can speak in complete sentences.  **Instructional Plan:** TW read the story “Tower of Babble” Discuss what the problem was and the importance of having rules for speaking effectively. Class will create an anchor chart for class listening and speaking norms. Students will choose a norm to illustrate and add to the chart!  **Modeled/Guided:** I will model for the students how each one of them should work with a partner. I will allow the students to work in pairs to collaborate their anchor charts. The students will demonstrate complete sentences and effective communication. | | | | |
| **Closing/Summarizing Strategy** | **I will close the balanced literacy by answering the essential question and discuss what will occur in the next lessons.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| With guidance and suggestions from the classroom teacher the AG students should read texts that are more complex to build rigor. Students can answer the following questions:   * Which details from the text connected to your life experience? * What information do you now know about the topic that you did not know? | | * Students should practice finding textual evidence using “stale text” (text that has already been read to/with the student). * Teachers may support struggling readers by calling attention to the page or paragraph where the text evidence can be found. * Students may use sticky notes to mark textual evidence in the selection and then transfer the sticky notes to the graphic organizer. | | | With guidance and suggestions from the classroom teacher the ESL students should read texts that are on their level. The teacher will need to modify the assignments to accommodate the needs of the students, for example by providing sentences that the student can cut and paste together to create sentences. The spelling inventory should also be leveled based on their previous information from second grade. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s): Use the anchor chart, baseline writing, and spelling inventory.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |